



**LAURUS
GRACE**

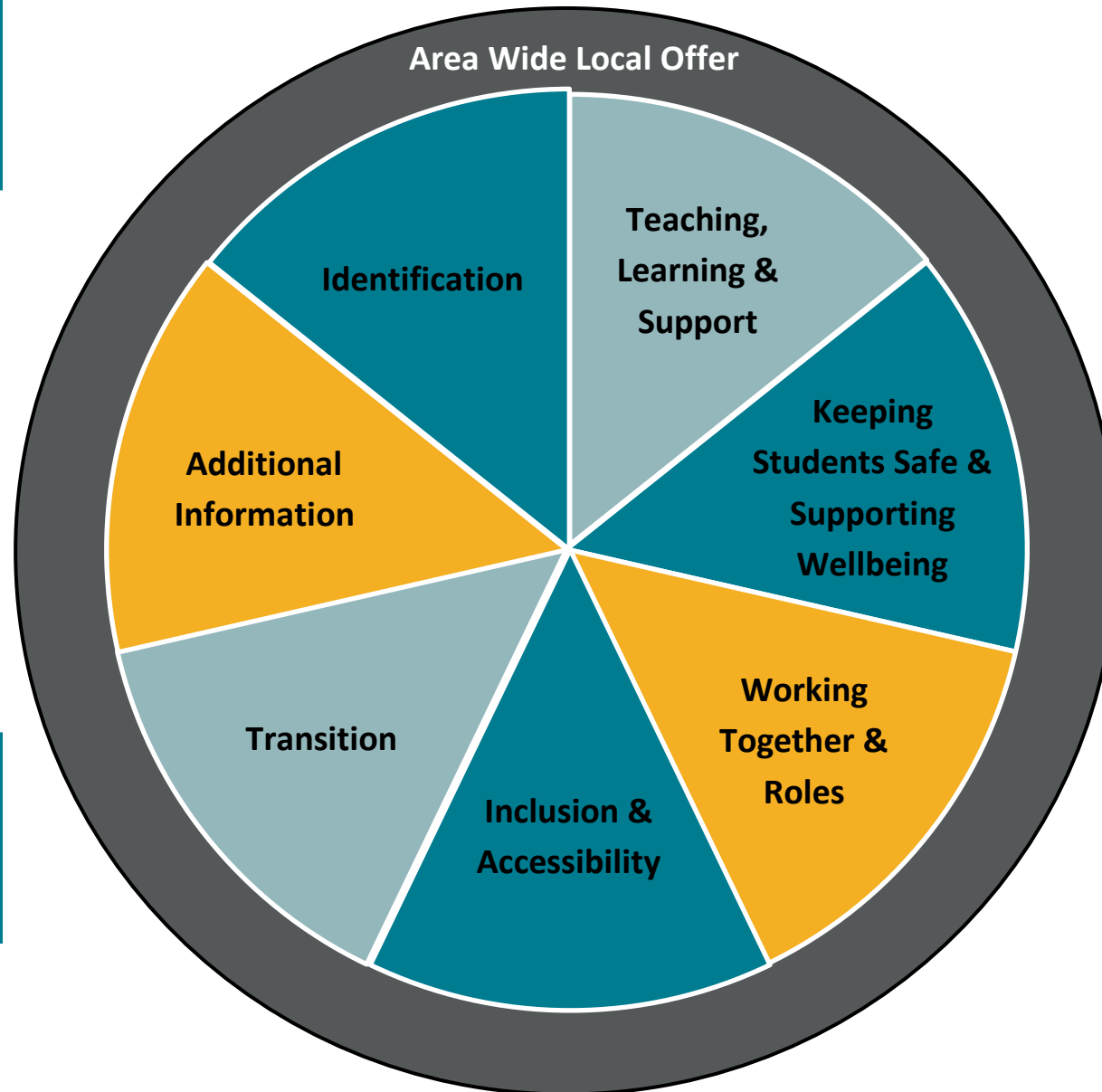
SEND Information Report

2024-2025



Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Laurus Grace
Type of Setting (tick all that apply)	<input checked="" type="checkbox"/> Special <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Academy <input checked="" type="checkbox"/> Free School
Specific Age range	11-16 years
Number of places	September 2024 – 24 places January 2025 – 40 places September – 80 places (PAN)
Which types of special educational need do you cater for? (IRR)	Laurus Grace will be an Alternative Provision 11-16 Free School offering specialist provision for students with Social, Emotional, Emotion and/or Mental Health (SEMH) needs as well as young people with Communication and/or Interaction needs. When full it will provide a high-quality educational provision for 80 students. We plan to admit our first cohort of students in September 2024 within temporary accommodation to address the shortage of specialist places in Stockport Local Authority. We will move towards our full cohort of students when the new building is completed and occupied by the school.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



Our Local Offer for Special Educational Needs and/or Disability

Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? (IRR)

Students attending Laurus Grace will have been identified as having special educational needs within their mainstream school. The school has been designed to cater for students with a broad range of individual and diverse needs, broadly within the primary need of Social, Emotional and/or Mental Health and Communication and/or Interaction needs. This includes:

1. Students who have found the mainstream secondary environment overwhelming and whose needs cannot be met. They may present with behaviours that are challenging and may be experiencing suspension.
2. Students with a complex presentation of need within SEMH that require further assessment.
3. Students whose mental health is a barrier to education, including school avoidance, self-injurious behaviours and who require support to re-integrate back to education.

Our dedicated pastoral team will work with partner schools, parents/carers and the young person to enable a positive transition into the school. We will also follow a process to support any moves out of the placement.

On entry to the school we will complete a variety of assessments to ensure that we have a good baseline understanding of your child's needs. We will consult with specialist staff to ensure that we have a thorough understanding of whether your child will need additional help or not. We closely monitor the academic performance of all of our students via progress data which is reported three times a year. This allows us to target underperformance and to provide students with the right support to achieve their potential.

What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education the first port of call should be your child's Class Tutor. You will be having regular contact with them to ensure a strong home/school partnership. In terms of special educational needs a number of staff have specific roles to support with this:

- Dr Mark Sackville-Ford – Head of School and SENCO
- SEND Lead
- Family Support Specialist
- Psychometric Assessor

You can use the general email address to get through to key staff in school and there is a specific SEND email contact: SEND@laurusgrace.org.uk

Where can I find the setting/school's SEND policy and other related documents? (IRR)

The school's SEND policy and other relevant policies can be found on the school website www.laurusgrace.org.uk



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? (IRR)

It is our aim that all students are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a range of intervention programmes available to support children who require support which goes beyond class-based approaches. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists. In some cases, these specialists might work in school with the child.

A School Focus Plan (SFP) is created and this will outline the desirable outcomes for the child and the provision required to meet these. School, parents and the child will generate this plan together. There will be regular reviews of a student's SFP with parents/carers in line with the plan, do, review approach outlined in our SEND Policy.

How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)

All Teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Teachers will be aware of the student's areas of strengths and areas of need and will make every effort to accommodate these. For example, for those with language processing differences, visual supports may be used to accompany auditory information. Where learners are working at an attainment level below that of their peer group teachers adapt teaching to ensure that gaps in learners' knowledge are covered. The design of the curriculum offer means there are opportunities within the school day for high quality impactful interventions. Our academic curriculum will broadly align with the mainstream secondary curriculum offer to allow any students who may re-integrate to mainstream schools to not be disadvantaged.

We aim to encourage independence in all learners, and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, Teachers are encouraged to discuss approaches to differentiation with specialist staff in school, for example the SENCO. All additional provision for pupils with SEND is overseen by the school SENCO, and monitoring of these pupils' progress takes place at regular update meetings held between teachers/class tutors and the SENCO.



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Teaching, Learning and Support

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

Our funding is linked with our SEND offer given that all students attending Laurus Grace will be identified as having Special Educational Needs and/or disabilities. Funding is directed into our staffing model to give high adult: student ratios and key worker staff to support students. We have an extended pastoral team to work with more complex cases and support our parents/carers. The SEND budget is the responsibility of the Executive Head, Head of School and SENCO and regular discussions and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. Further details can be found in the school's SEND Policy on www.laurusgrace.org.uk

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? (IRR)

We use performance data, and careful provision mapping, to make decisions on the best strategy to implement for each student to ensure that they are able to make progress academically, emotionally and socially.

All students will have robust assessments linked to specific areas of need and social, emotional wellbeing. These assessments will be used to inform specific interventions and as such will allow us to accurately identify need. Effective assessment will guide the holistic packages of support put in place for each young person at the school. Much of the profiling of a student will be undertaken at the transition stage, but upon admission, school focused plans will be created to ensure that all of the information on a student is collated and combined into a bespoke plan. This will be done in consultation with parents/carers, students and relevant agencies. Targets will be identified and set for students and the intervention that a student requires will be determined.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

The school can access a range of equipment and facilities (e.g. differentiated reading materials, writing slopes and coloured overlays) to support pupils with SEND and the school SENCO makes strategic decisions about the allocation of these resources based on the needs of pupils. Additional resources are procured as and when required. Where more specialist personalised equipment is required (e.g. large print books, audio equipment, specialist seating) the school SENCO liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents will be involved wherever possible in these discussions. We regularly review our Accessibility Plan, to ensure that we continue to develop the learning environment so that it is fully accessible for students with SEND.

How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)

Each student's progress is assessed by their subject teacher. This is done continuously via internal assessments which are used to produce KASH Reports three times a year, outlining student's progress and their knowledge, attitude, skills and habits for each subject area. These are sent home to parents/carers. There will be an annual Parents Consultation Evening for parents/carers to discuss their child's progress in more detail, and to discuss how they can be further supported at home.



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Teaching, Learning and Support

The Head of School, Head of Progress and Data, SENCO and Head of Pastoral Care, are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team of people collaborate and communicate concerns regarding the progress of identified learners and decide on the best form of action to take to ensure that each student has the support necessary to achieve their full potential.

Parents with concerns throughout the course of the academic year are welcome to contact the Class Tutor or SEND Lead.

Parents are invited to attend events throughout the year which are designed to support parents to support their children at home. This includes the following events;

- Welcome evening
- SEND review meetings
- Parent Consultation Evening
- Information evening

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Every effort is made to ensure that the opinions, thoughts, and feelings of our students are an integral part of any plans made about their education. Student's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without attending (e.g. opinions expressed via written, video or audio means). We recognise that there is sometimes a need to protect student's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties. In these circumstances, student involvement is carefully planned with those who know the student best, i.e. families and those working closely with them.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school's SENCO/Head of School along with the Executive Head undertake regular monitoring of pupil progress and of the effectiveness of provision. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money. The individual opinions of pupils and parents regarding the effectiveness of support are sought annually and collated to inform decisions about future provision.



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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Student safety is of the paramount importance. Information about students with SEND or vulnerable students is communicated to relevant school staff via their linked documents on our central student data base. Where risks are identified measures are taken to limit these, for example supervising a child more closely during less structured times. These documents outline any areas which could pose a risk to the student.

Where risks are identified, measures are taken to limit these, these measures include;

- supervising students at the beginning and end of the day
- staff on duty during unstructured times
- access to the Pastoral staff throughout the day

What pastoral support is available to support my child or young person's overall well-being?

All students have contact with their Class Tutor throughout the school day. In addition to this, we have Pastoral staff (non-teaching staff) located throughout the school building through the school day and are part of the clustered 'families'. At lunchtime students eat together in individual clusters and this acts as a pastoral form of intervention. Our School counsellor and well-being lead is a full time member of staff and is available to support all students.

The Head of Pastoral Care is available for students to report bullying issues to, and to provide help and support to those experiencing bullying. Bullying is always thoroughly investigated by the Head of Pastoral Care with action taken immediately. The school's policy for bullying can be found on the school website.

The class tutors maintains close communication with parents/carers and the rest of the pastoral team, to ensure that the needs of each student in their care are fully understood and communicated effectively.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Administration of Medicines is covered by our medical policy which is available on the school website. We have dedicated members of staff responsible for managing the storage of medicines and medical information. These members of staff coordinate individual health care plans for students and ensure that all members of staff have access to the right information and that it is centrally stored within our school database.

Where a student's medical needs have a profound effect on their education and/or are at risk within school, a meeting is arranged with the relevant members of staff to ensure that we are equipped with the right information to support the student, and training is organised where necessary.

In the event of a medical emergency, the school would follow the medical policy and the individual health care plan for the student and utilise one of our First Aiders to deal with the emergency, who are always on call.



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Keeping Students Safe and Supporting Their Wellbeing

Medical appointments are managed by the Head of Pastoral Care. We always encourage students to take their appointments outside of school hours or on a Wednesday afternoon in order to avoid missing valuable teaching time. In exceptional circumstances where the appointment spans more than 48 hours, teachers are asked to provide work for students

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Where there are concerns about the emotional and social development of a child or young person, we would discuss these with parents/carers and the child or young person and decide on the appropriate actions or intervention that is needed to support their needs. It is likely that many students may be experiencing social and/or emotional difficulties and staff in school will receive specialist training to support them. Our restorative curriculum has been designed to offer interventions through the curriculum, enabling students to develop their social and emotional skills and resilience. This curriculum is overseen by the Head of Pastoral Care. Students may be able to access support and/or intervention from our Social, Emotional and Mental Health Specialists. There may be times when external support and expertise is necessary for example, from CAMHS or Educational Psychology service.

What support is there for behaviour, avoiding exclusions and increasing attendance?

At Laurus Grace we acknowledge that young people may have previously experienced difficulties around behaviour, exclusion and attendance. At entry to the school, we will work with the students and their families to support a positive transition into school. At the heart of our ethos and approach is the guidance approach of care and compassion to support our learners to re-engage with school and learning. All staff will be trained in unconditional positive regard and trauma-informed approaches. Our staffing structure reflects a commitment to recruiting highly qualified staff and is weighted towards pastoral systems. This includes our pastoral staffing structure and specialist staff. We will use the trust Emotionally Based School Avoidance strategy to better understand factors influencing attendance in school and put appropriate planning in place. The small nature of the school means that we are able to put individualised planning in place for each student and use key measure to determine success for the students. Our ethos of unconditional positive regard means that exclusions/suspensions will be avoided in place of high-quality post-incident learning and reparation of harm caused.



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Working Together & Roles

What is the role of my child or young person's class teacher?

Our school model is one where students will be based in one classroom and will be supported by one key adult who is based in this classroom for the majority of time, with the title Class Tutor. Some specialist lessons will take place outside of their classroom base, such as Science, IT and Design. Teachers will move classrooms according to the timetable and will be responsible for the quality of teaching and learning. Subject specialists will benefit from subject pedagogy professional learning with our co-located school, Hazel Grove High School. They will also receive support from curriculum Trust Directors.

The role of a subject teacher is to;

- Ensure that all students have access to a broad, balanced and relevant curriculum in which they can thrive and make progress
- Monitor student progress
- Implement any additional support (catch-up sessions)
- Ensure that they are aware of any students with SEND and the strategies that are implemented to meet their needs
- Ensure that any student who is entitled to exam access arrangements receives these for any in-class assessments/tests

Who else has a role in my child or young person's education?

The Head of School oversees the running of the school, ensuring that all elements of a pupil's education are in place. The school SENCO has responsibility for co-ordinating the provision for pupils with SEND, with support from the SEND Lead. There are also experienced and skilled support staff working in school. There are a range of other staff in school:

Inclusion/Pastoral Staff

An extended team of staff will support the inclusion of all students and include the following:

- SEND Lead
- SEND Administrator
- Intervention Specialists
- Family Liaison and Support Specialist
- Transition Specialist

Support Staff

The non-teaching support staff will include a variety of roles:

- Office Manager
- Administrators/Receptionists
- Estates staff
- IT support



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Working Together & Roles

- General classroom technician

External Staffing

We intend to use a range of specialist staff as part of the wider assessment of need and to support the progress of students. These will include:

- Educational Psychology
- Speech and Language Therapist
- Educational Mental Health Practitioner (CAMHS)
- Mosaic – drugs and alcohol support
- Youth Offending Team

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

All staff involved with the child are expected to be familiar with the content of their EHC plan and there are regular opportunities to discuss the content of these at termly SEND update meetings. Every student with SEND has a School Focused Plan which is produced in conjunction with parents/carers and the students themselves. This document outlines the specific needs of the student and how best to differentiate for them in the classroom. These are updated on a continuous basis in response to changing needs.

The SENCO/SEND Lead will ensure that

- All SEND documents including EHCPs are stored centrally and are attached to a student's profile.
- Any changing or emerging needs are communicated via meetings, staff briefings and via email where necessary.
- They collect feedback on the progress of students with SEND from subject teachers on an ongoing basis.
- They provide regular training, support, and advice to all staff, on the specific needs of students with SEND, and on differentiation strategies within the classroom.

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

All school staff have a good awareness of SEND through regular Professional Learning meetings and the nature of working in a specialist provision means that they have specialist skills and knowledge.

The SENCO, Dr Mark Sackville-Ford, has been a teacher for over 23 years and has extensive experience across a range of educational sectors. He has previously held the position of SENDCO in multiple schools and has significant experience around behaviour and social, emotional and mental health needs (SEMH). He holds the following postgraduate qualifications; PGCE Primary Education (University of Edinburgh), MA Inclusive Education and SEND (Manchester Metropolitan



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University), and Doctor of Education (EdD) (Manchester Metropolitan University). He was previously the Trust Director of Inclusion with responsibilities for the strategic development of SEND and Inclusion across the Trust, working alongside Emma Warrington (Trust Director of Inclusion). The SENCO is supported by an extended SEND and pastoral team to support the operational aspects of SEND.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

Where needed the school works with a wide range of services and others school and aims to ensure good communication with these groups in order to meet the need of pupils and their families. This could be through Stockport Local Council who offers a range of services. See their Local Offer at www.sensupportstockport.uk

Laurus Grace will work with a range of external agencies to provide support and guidance where necessary, such as;

- The Educational Psychology Service (Stockport)
- CAMHS
- Social Care
- Early Help
- Occupational Therapy
- Speech and Language Team (SALT)
- Youth Offending Team

A referral to an outside agency would always be made in consultation with, and with consent from parents. Outside agency support from agencies not listed above would be sought where necessary.

Who would be my first point of contact if I want to discuss something?

Your first point of contact should be your child's Class Tutor, who provides the main pastoral care. You may also have regular contact with our Family Liaison team and our SEND team. All contact details can be found on the website: www.laurusgrace.org.uk

Who is the SEN Coordinator and how can I contact them? *(IRR)*

The SENCO is Dr Sackville-Ford and he is supported by a SEND Lead with operational responsibility for SEND. They can be contacted jointly via the following email: send@laurusgrace.org.uk

The SENCO is supported in the role through wider Laurus Trust networks across the school as well as involvement in local SENCO networks.



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Working Together & Roles

What roles do have your governors have? And what does the SEN governor do?

Trustees and governors have responsibility for ensuring the quality of provision across the school. There will be a designated academy committee for SEND, and regular meetings between the SEND governor and SENCO take place to ensure that all pupils make progress.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

Every effort is made to ensure that the opinions, thoughts and feelings of our students are an integral part of any plans made about their education. Student's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to express their views in alternative formats e.g. opinions expressed via written, video or audio means.

- Student's views are sought as part of our student voice scheme.
- Children and young people are encouraged to attend meetings which discuss their progress and plan for their future especially during annual review meetings
- Children and young people may have key workers with whom they are encouraged to express their concerns and views

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to take an active role in school and we encourage this through our staff who work with our parents and families. We have a vacancy within our academy committee (governance) for parent and this process will be advertised through the school website. We have a 'Parent/Carer Champion' group who meet regularly to support our developments in school and allow parent/carers to have a voice.

What help and support is available for the family through the setting, school or college? (IRR)

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEND team in school, led by the SENCO provides support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. Information about parent support groups is shared with parents in a number of ways throughout the school.

Our Family Support Worker and transition team will also work closely with our families and we encourage you to actively work with us.



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We ensure that all students are able to attend enrichment opportunities such as school trips wherever possible. We work creatively and flexibly to make the relevant adaptations to enable students can attend. This may mean that additional staffing is provided or alternative travel is arranged, as well as additional risk assessment procedures where necessary. We would ensure all reasonable adjustments are in place to ensure that all students are included in wider aspects of the school.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Are disabled changing and toilet facilities available? ☒

Details (if required)

Do you have parking areas for pick up and drop offs? ☒

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? ☐

Details (if required)

The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible. For those who find it difficult to access written documents we communicate in person, by phone or text. Where pupils and their families require communication through languages other than English (including BSL) we seek to provide translation for key meetings / communications and would discuss with those families their preferred means of communication.



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Transition

Who should I contact about my child/young person joining your setting, school or college? (IRR)

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of students. Unlike with mainstream schools' admissions, Laurus Grace admissions take place through a school referral to the Secondary Panel for Inclusion (Stockport). The panel will determine if the school is appropriate for students to attend and the Head of School is part of this panel. For students with an EHCP there will also be the statutory consultation process to see if the school can meet the provision outlined within the EHCP.

How can parents arrange a visit to your setting, school or college? What is involved?

Once a referral has been accepted, we would invite parents/carers to visit the setting to determine whether they feel that the school is their preferred choice. We would not normally facilitate a school visit without the referral being in place so parents/carers should explore this with their current school placement. We do this in order to reduce the risk of disappointment should a place not be allocated to your child.

Please contact enquiries@laurusgrace.org.uk to discuss admission requests.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

ADMISSION IN

Once a placement at Laurus Grace is confirmed our dedicated SEND and Pastoral team will be in touch with Parents/Carers to begin the admissions process. Entry to the school will be bespoke to the individual student and we will work with families to determine the timescales for entry. All students will have visits to the school and an induction process to support their move to the school. A meeting will be held with parents/carers and any relevant agencies giving an opportunity for families and professionals to share information about the students. This will be where the SEN Support Plan will be written (SFP) and the relevant assessments of need will be planned. Students will be placed into a class based on an assessment of their needs and their year group. We will work with Key Stage 4 students to determine the best choices for their GCSE/BTEC options based on their previous study and the curriculum offer at Laurus Grace. Our aim would be to integrate students to a full time timetable as soon as practicably possible.

TRANSITION OUT

All Key Stage 3 students will be dualled rolled with their home school. Where it is determined that students might make the transition back to another school from Laurus Grace a similar process to 'admissions in' will take place. This transition will be well planned to allow the greatest chance of success. The Transition Lead and SEND team will work closely with counterparts in the other school to ensure the best provision in a mainstream school will be in place. We work closely with families at this time to ensure consistency of information. We have good links with other schools in Stockport.



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Additional Information

What other support services are there who might help me and my family? *(IRR)*

The school SENCO/Family Support Worker can provide details of further support for families. Stockport's Childcare and Family information Directory can be found at <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=9346B006FBE5E7D93D2D019CBB238399?localofferchannel=0>

Laurus Grace has a strong working partnership with a number of local service and agencies.

When was the above information updated, and when will it be reviewed?

This information was written in June 2024 prior to the school opening and will be fully reviewed in the Summer Term 2025. As Laurus Grace grows in size there will increase staffing and changes to aspects of the SEND information report.

Where can I find the Stockport Local Offer? *(IRR)*

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page;jsessionid=9346B006FBE5E7D93D2D019CBB238399?localofferchannel=0>

What can I do if I am not happy with a decision or what is happening? *(IRR)*

As a school we encourage parents to address any worries or concerns promptly initially with the Class Tutor, and then if they are unable to help, with a senior member of staff such as the SENCO or the Head of School. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure can be found on www.laurusgrace.org.uk All complaints need to be in writing. We will address all complaints objectively in line with policy and standard procedure.

Guidance on what to do if you are unhappy with a decision made by the Local Authority regarding a pupils SEND can be found within the Stockport Local Offer (see website above)